

2010-2011



Commemorating Our Coaches



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NFL Coaches: Making a Difference

by Anthony Raieta, Lincoln Financial Group

There's no debate about it. Nurturing a young mind is one of the most important things you can ever do. Teaching a student to think. To ask questions. To delight in learning. That's why Lincoln Financial Group is a proud sponsor of the National Forensic League. After all, if there is one thing we've learned as a leading financial services company, there are no smarter investments than the ones you make in young people.

Each day, National Forensic League coaches make meaningful investments in the lives of our future leaders. They build confidence, share wisdom, and instill values of integrity, humility, respect, leadership, and service. Through their dedication to the NFL and its student members, NFL coaches are continually making their communities, their country, and their planet a better place.

Too often, NFL coaches' work goes unnoticed. I encourage you to change this. Take the time to thank your coach for the time and energy s/he shares with the NFL. Send your coach a card, feature your coach in a school newspaper, or simply say, "Thanks!" Regardless of how you do it, thank your coach for making a difference.

Lincoln Financial is proud of all the dedicated NFL coaches and the great work they do each day. Being an NFL coach may not be easy, but it is definitely a worthwhile investment in the future.

To all the coaches in the National Forensic League, THANK YOU! You truly make a difference.

To learn more about some of the distinguished coaches in the league, please view the feature starting on page 36 of this magazine.

Also, visit www.NFLonline.org/Rostrum/HonorsArchive to read the names of other outstanding NFL coaches who are making a difference.

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From the Editor

Dear NFL,

This month, we pay tribute to the outstanding coaches in our league. Our member coaches make tremendous sacrifices in the name of forensic education, giving their time, talents, and even resources to ensure that their students have access to the life-changing benefits of speech and debate.

Because we understand that our coaches are the backbone of this organization, we are determined to make your job simpler and more successful. That's why we have a professional development portal on our Web site, *www.NFLonline.org*, which provides ways for you to gain accreditation, earn continuing education units, network with peers, and more. We also maintain a pool of resources for your use at *www.NFLonline.org/ CoachingResources*, which are available free of charge to members of our organization.

If we can do anything to serve you better, please let my office know. We are committed to making sure that our member coaches are prepared, supported, and recognized as they continue their mission to give youth a voice.



Sincerely,

of Scott Wum

J. Scott Wunn Executive Director National Forensic League

ROSTRUM

A PUBLICATION OF THE NATIONAL FORENSIC LEAGUE

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Rostrum provides a forum for the forensic community. The opinions expressed by contributors are their own and not necessarily the opinions of the National Forensic League, its officers, or its members. The NFL does not guarantee advertised products and services unless sold directly by the NFL.





TOPICS

December 2010 Public Forum Debate

Resolved: Cyberbullying should be a criminal offense.

January/February 2011 Lincoln Douglas Debate

Resolved: In the United States, juveniles charged with violent felonies ought to be treated as adults in the criminal justice system.

2010-2011 Policy Debate

Resolved: The United States federal government should substantially reduce its military and/or police presence in one or more of the following: South Korea, Japan, Afghanistan, Kuwait, Iraq, Turkey.

VOTE

Online Voting for 2011-2012 Policy Topic and Resolution

The NFL is pleased to announce that, from now until January 4, 2011, school advisors may log in to the NFL Points Application and vote for one of two final Policy Debate resolutions for 2011-2012.

You may access the online voting system at www.NFLonline.org/points_application/ (simply log in as your school's advisor and clicking on the link provided in the left menu bar). Each school is allowed one vote, and the vote can only be accessed via the login of the official NFL advisor on record at the national office.

Voting will conclude at 4 p.m. CST on Tuesday, January 4, 2011.

Questions? E-mail us at *nfl@nflonline.org*.

www.NFLonline.org/points_application



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DOWNTOWN DALLAS will be an excellent location for the 2011 LFG/NFL National Speech and Debate Tournament. To make planning easier, the NFL is happy to provide an overview of key logistical information. Please take note that this year's tournament runs from Monday, June 13, to Saturday, June 18, and will be held in one single competition venue. Please refer to pages 9-11 for essential lodging information.

A BRIEF OVERVIEW OF THE TOURNAMENT LOGISTICS*

MONDAY (Registration and Opening Party)

This year, the tournament registration, NFL vending expo, and the national service project will take place on Monday, June 13, from 8 a.m. to 3 p.m. in the ballrooms of the Sheraton Dallas Hotel and Convention Center. In addition to normal registration events, there will be an opening party at The West End, which is accessible by Dallas Area Rapid Transit (DART) rail from any of the NFL hotel properties.

TUESDAY AND WEDNESDAY

All preliminary competition will be held at the Sheraton Dallas Hotel and Convention Center. All preliminary competition and early elimination competition on Tuesday and Wednesday will occur between 7:30 a.m. and 6 p.m.

The student party will take place at Gilley's downtown Wednesday evening. Gilley's is accessible by DART rail from any of the NFL hotel properties. Students eliminated from main event competition on Wednesday will re-register for the Thursday supplemental events at the student party.

THURSDAY

All main event elimination supplemental event rounds will be held at the Sheraton Dallas Hotel and Convention Center between 7:30 a.m. and 7 p.m. Those students eliminated from main event competition or supplemental events will be allowed to re-register for Friday consolation events throughout the day at the Sheraton (if pre-registered.)

FRIDAY

On Friday morning, all elimination competition will continue at the Sheraton Dallas Hotel and Convention Center with the addition of consolation events. The National Congress finals will be held throughout the day.

On Friday evening, attendees will enjoy the national final rounds of Humorous Interp, Dramatic Interp, and Duo Interp, as well as the Coaches' Diamond Ceremony in the Lonestar Ballroom of the Sheraton Dallas Hotel and Convention Center.

After the conclusion of the finals of Duo Interpretation, attendees will be treated to a downtown evening event at the Dallas Museum of the Arts, which is within walking distance of the Sheraton Dallas Hotel and Convention Center.

SATURDAY

The remaining main event final rounds (Original Oratory, US Extemp, International Extemp, Lincoln Douglas, Policy, and Public Forum), as well as supplemental and consolation event finals, will be held throughout the day on Saturday at the Sheraton Dallas Hotel and Convention Center.

* Please keep in mind that all logistics are tentative and subject to change.

Do you have important questions about the logistics of the 2011 Downtown Dallas Nationals that weren't answered here? Feel free to contact the national office at **920-748-6206** or e-mail **nfl@nflonline.org**.



IMPORTANT CONSIDERATIONS WHEN SELECTING AND RESERVING HOTELS AT THE 2011 DOWNTOWN DALLAS NATIONALS



PLEASE READ BEFORE SELECTING LODGING!

TOURNAMENT HOTEL

The official tournament hotel is the Sheraton Dallas Hotel and Convention Center. All schools should attempt to book rooms at this property first. Staying at this property will be the most convenient and cost effective way to enjoy the 2011 National Tournament. Do not delay in booking this property, as space is limited!

ADDITIONAL NFL BLOCK HOTELS

We anticipate that the Sheraton Dallas Hotel block will fill quickly. Although the Sheraton is the best option, the NFL has negotiated other excellent hotel options for schools that book after the Sheraton fills including the Marriott, which is connected by skywalk. It is essential that schools stay downtown at the Sheraton or one of the other NFL properties. Morning and afternoon traffic jams will make commuting from non-NFL recommended properties a very difficult task and could result in major issues for your team. In addition, the NFL only has contracts with those properties listed and will not be able to assist you with issues in hotels outside the block. DO NOT STAY OUTSIDE THE NFL HOTEL BLOCK.

BENEFITS OF STAYING IN THE NFL BLOCK OF HOTELS

Schools will find several major benefits to staying in the NFL block of hotel rooms.

- Avoid the Cost of Vehicle Rental: All competition is being held at the Sheraton Downtown Dallas. The Sheraton can be accessed by DART rail from all NFL hotel properties and Love Field. A discounted rate has been negotiated with Super Shuttle making transportation from DFW easy and affordable, rendering a rental vehicle unnecessary. Those schools driving to Dallas will receive discounted parking at NFL hotels.
- Free Internet Café at Sheraton: All attendees who are lodging in an NFL hotel will receive free access to the NFL National Tournament Internet café. Those staying outside the NFL block will have to pay a fee for daily access.
- *Discounted Meals:* All attendees who are lodging in an NFL hotel will receive discounts on advanced meal purchases.
- *Easy Tournament Accessibility:* Staying in the tournament hotel or within the NFL block will avoid the risk of delays or major inconveniences related to traffic and morning parking.
- Easy Access to Meal Options and Special Events: The tournament hotel is the site of registration, all competition, the final rounds, and awards. There is a food court adjacent to the Sheraton and Marriott. There is a DART stop on site providing the best possible access to the opening ceremony, the student party, and the evening event at the Dallas Museum of Art. All NFL hotels sit near DART stops to provide access to all events and restaurants.

Note: All room reservations within the NFL block are subject to an automatic non-refundable two-night deposit per room at the time of booking. This avoids double booking and allows all attendees equal opportunity to book in the best available properties.



Additional tournament information (logistics, complete driving directions, maps, individual event schedules, etc.) will be available online at www.NFLonline.org/NationalTournament.



HOTEL		PROXIMITY TO SHERATON	RATE	AMENITIES
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ALOFT DALLAS DOWNTOWN www.starwoodhotels.com/alofthotels 214-761-0000	(6)	10 minute walk or one DART stop from Sheraton	\$109 King or Double Beds	CI, FC, OP
HYATT REGENCY DALLAS www.dallasregency.hyatt.com 214-651-1234	(\tilde{j})	15 minute walk or two DART stops from Sheraton	\$119 King or Double Beds	CI, FC, OP, R





Compete, Sleep, Relax in the Same Location

AMENITIES LEGEND

- **AS** = Airport Shuttle
- **CB** = Complimentary Breakfast
- **CI** = Complimentary Internet
- FC = Fitness Center
- **GL** = Guest Laundry
- IP = Indoor Pool
- **OP** = Outdoor Pool
- R = Restaurant



TOURNAMENT HOTELS AND PERFORMANCE VENUES



Note: Map is to scale, but hotel and venue notations are approximate. Please look at a road atlas and enlargement of the Dallas area to get a better perspective on travel logistics.









Registration Day



Which camp's students started the year winning or placing?

FLORIDA FORENSIC INSTITUTE

The Florida Forensic Institute is proud to congratulate all of our early bird competitors!!! Examine the results—our elimination round participants and winners don't reflect one or two superstars but lots of students from all over whose talents were nurtured at camp by more NFL National Champions than any other camp and our stellar staff.

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Please contact:

Dan West Director of Forensics Ohio University



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3.0	34	1500 - 1520	\$14,500	Full Tuition
3.0	33	1450 - 1490	\$14,500	Full Tuition
3.0	32	1400 - 1440	\$14,500	Full Tuition
3.0	31	1360 - 1390	\$10,000	\$ 4,000
3.0	30	1320 - 1350	\$ 8,000	\$ 2,000
3.0	29	1280 - 1310	\$ 7,500	\$ 1,500
3.0	28	1240 - 1270	\$ 7,000	\$ 1,000
3.0	27	1200 - 1230	\$ 6,750	\$ 750
3.0	26	1170 - 1190	\$ 6,500	\$ 500
3.0	25	1130 - 1160	\$ 6,500	\$ 500

APPLY BY FEBRUARY 1, 2011 for highest consideration. Apply now at http://www.ohio.edu/futurestudents/index.cfm

ALSO, Contact Dan West at westd1@ohio.edu to join the team.





"You can never have too much knowledge or too many tools to help students."

~ Melissa Cortes, Idaho Falls High School (ID)

Coach Workshop Scholarship Program to Continue in 2010-2011

44 I i'm going to do this, I want to do it right." Vicki Payne, coach of Nashua High School (NH), uttered these words when she applied for an NFL scholarship to attend a summer coach workshop.

"Everything was brand new and no one was around to help. I needed to know how to put together a team, how to train kids without background—I needed to learn everything from the ground up," says Payne.

Payne earned the NFL scholarship and attended the Mean Green workshop at the University of North Texas in Dallas two summers ago.

"I have 24 students doing Policy Debate now," says Payne.

Payne represents a growing number of coaches who have found summer workshops to be invaluable in their professional development as forensic educators.

"It was one of the best things I did as a new coach," says Melissa Cortes, coach at Idaho Falls High School (ID), who attended the Sun Country workshop in St. George, UT. "New coaches, even those with prior debate experience, should attend it really does teach you a whole different side of coaching."

The Program

"It's the fifth year of the

program," says Adam Jacobi, education and programs coordinator for the NFL. "We are thrilled with the success."

The NFL offers scholarships for nearly 20 different summer workshops with all types of events, including interp, Policy Debate, and Congressional Debate.

"The workshops are available throughout most regions of the country and in a variety of different locales," says Jacobi. "There are a range of dates available throughout the summer to fit most anyone's schedule."

Scholarships typically include partial or full tuition waivers and may include room and board.

"In exchange for full tuition and meals, we ask coaches to work in a dorm capacity during a couple of nights a week, such as [conducting] room checks," says Jason Sykes of the Mean Green workshop at the University of North Texas.

Coach workshops run from one to several weeks in a dedicated coach track.

"Coaches typically choose one particular lab or division, although some float around to get exposure to a variety of different events," says Sykes.

Leilani McHugh, coach at Flintridge Sacred Heart Academy (CA), spent one week with the

"The intangible experiences with students and coaches, to build relationships with other coaches in the activity, is what opens doors."

~ Jason Sykes, Mean Green Workshop, University of North Texas

coaches at the Victory Briefs workshop at the University of California-Los Angeles.

"I coached at the middle school level for three years, with no formal training, as a volunteer parent. I had no debate training at all," says McHugh.

McHugh then sat in on some student sessions for an additional week.

"The speech and debate community is very helpful and friendly. Everyone wants programs to grow and thrive," says McHugh.

"I never would have thought to attend if not for the opportunity provided by the NFL," says Cortes. "You just can't afford it on a teacher's salary."

The **Opportunity**

"Unfortunately, coaches are often poorly paid for their tremendous hard work and dedication. Some are volunteer coaches who are looking for opportunities to learn so that they can develop successful programs," says Jacobi.

New coaches as well as returning coaches are encouraged to apply for the scholarships.

"We look at a wide range of factors, including rural/urban opportunities, coach experience, and essay quality," says Jacobi.

"We have a lot of coaches who

come to the camp for a refresher, or pick up a new event later in their careers," says Sykes.

Coaches are asked to identify their top choices.

"I recommend that they investigate program curricula before listing specific workshops," says Jacobi.

Coaches have been introduced to these opportunities in a variety of ways.

"I was a brand new coach and we had an LD debater who transferred in from another school that had debate," says Payne. "The student told me about summer camps and scholarships that were available to coaches. The student literally sat me down and directed me to the NFL Web site and that's how it began."

Referrals are another important source of encouragement for coaches.

"My district chair, who had gone before, forwarded information to me," says Cortes.

The sponsors of summer workshops appreciate the opportunity to connect with coaches and their students.

"The NFL's sponsorship of these scholarships allows us to reach out to coaches who wouldn't know about the programs," says Sykes. "It's all about outreach."

Coaches will encounter some outof-pocket expenses. "Unfortunately, not all schools provide funds so that coaches can attend these professional development workshops," says Jacobi.

"The school didn't help because we didn't have a team yet. So I paid the airfare to get there and everything else was taken care of," says Payne.

The Benefits

"I feel like I learned everything. I picked [their brains] up one side and down the other. How to get through that novice year," says Payne. "They helped me form coaching philosophies and judging philosophies and identify what materials are out there."

Camp content and skill development are delivered through a variety of means.

"I loved the moderated discussions in the afternoon. They provide tremendous, wonderful resources. I learned how to frame and develop arguments, how to research, all kinds of things," says McHugh.

"They build lesson plans, receive lectures, videos, evidence, and more," says Sykes.

Ultimately, however, the connections and relationships developed during their summer experiences made a lasting impression.

"Getting to know other coaches, working with them, identifying "Everything was brand new and no one was around to help. I needed to learn everything from the ground up... I have 24 students doing Policy Debate now."

~ Vicki Payne, Nashua High School (NH)

activities to work with students—I found those things to be really helpful," says Cortes.

"The intangible experiences with students and coaches, to build relationships with other coaches in the activity, is what opens doors," says Sykes. "Coaches come back and tell us who they met and how that helped in a variety of different ways."

The benefits were not limited to the content of speech and debate.

"I learned some debate theory and advanced LD philosophy," says Cortes. "But I also learned about team management, how to organize a team, how to put my efforts to most productive use."

Team management was a common theme from coaches.

"I learned a lot about managing my team. I didn't think I would learn about that aspect, nor did I realize how much I had to learn," says McHugh.

"The debate community knew what I was up against better than I knew. It's a real challenge—train students, train coaches, start a parentbooster club to fund it all. You name it, they taught it to me," says Payne.

Learning from others doesn't stop in the summer.

"Those coaches were, and continue to be, great resources for me," says McHugh. "I carry the camp experience with me the entire year through the relationships that were established at the workshops."

The Future

Although these scholarships have

been around for only five years, the future looks promising.

"We really appreciate what the NFL has been able to do and we look forward to continuing the relationship for years to come," says Sykes.

"Please, NFL, keep doing it. It's definitely an investment, but it's worth it," says Cortes. "I would love to go to more camps in the future."

The needs within the speech and debate community for these opportunities are tremendous.

"We have several coaches who come to us year after year, and they might teach math or social studies, and they find out they have to coach debate next year," says Sykes. "We want to get them ahead of the curve. They want to get more students involved and start off on the right foot."

For the coaches, it's all about preserving opportunities for students.

"You can never have too much knowledge or too many tools to help students," says Cortes.

"I come at this from the perspective of a volunteer parent. I started a program in the middle school because my child wanted a speech and debate team. So we started, and it is still thriving. This is very important to the students," says McHugh.



To learn more about the NFL's Coach Workshop Scholarship Program, visit www.NFLonline.org/ CoachingResources/CoachWorkshops.

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Special Feature

A Conversation with Shawn Briscoe



Shawn Briscoe is the coach at South Anchorage High School in Alaska.



• How did you end up in Alaska? After debating at the US Air Force Academy, I spent six years going where the Air Force sent me. During that time. I volunteered as a coach on the local circuits of Missouri (Warrensburg High School) and on the national circuit with Fort Walton Beach High School, FL. While I was in Florida, I decided to separate from the Air Force and become a full time coach at Ft. Walton. At the time, my wife—whom I met at the Academy—was stationed at Eglin Air Force Base in Florida. When it came time for her to move, the Air Force sent her to Elmendorf AFB in Anchorage, AK.

• How does living in Alaska affect the way you run your team?

The teams in Alaska are much more isolated than anywhere else I have lived. We have no interaction at our local tournaments with teams who compete in other regions or on non-local circuits. Making matters more complex, the distances between communities in Alaska are enormous. (If you overlay a map of Alaska on the "Lower 48," it would stretch from San Francisco to Jacksonville and Duluth to Dallas.) As a result, even the teams within Alaska are pretty isolated from one another. Thus, I make an effort to encourage debaters to think outside the norm... to try to think about arguments in new and different ways. Likewise, I've

made an effort to get my teams out of Anchorage whether it is to travel once a year to a national circuit tournament or four hours down the road to Homer, AK. I find this necessary both in order to broaden their horizons—in debate and in life—and to help foster a team mentality.

• What motivated you to become a forensics coach?

As a competitor I was drawn to five aspects of forensics, in general, and Policy Debate, in particular: 1) It was a team event... you succeed (and failed) alongside your partner. 2) It was a unique competitive format... coed, large schools against small schools, intellectual, etc. 3) It incorporated multiple disciplines that were fun to discuss... philosophical, political science, etc. 4) It was a blast traveling with friends and making friends with students from across the state (and nation). 5) The thrill of competition in which you tested your intellect against your opponents was like no other.

That's why I maintained my involvement in competitive forensics throughout high school and college. However, somewhere around my third or fourth year as an officer in the Air Force, I came to the realization that my experiences in debate did more to prepare me for college, for life, for leadership roles, and for officership than anything else I had ever done.



The activity truly did more for me educationally, professionally, and personally than any course of study I ever pursued. Upon realizing that, it became apparent that the best thing I could do to serve my country was to make every effort to repay the favor my coaches, judges, competitors, and teammates had given to me.

Since that decision, I've also reaffirmed my interest in the other tenets of forensics, notably the interp events. Ever since I was a pre-teen, I was interested in plays. In fact, that's what originally led me to my high school program. Working with my students in Florida reenergized my interest in those events. Specifically, they helped me see the humor that surrounds us in everyday life. This led me to really start to explore the educational merits of interpretation, as well.

• Did you have a mentor? What did that person teach you?

If I answer this question broadly (and I think I should), I had two mentors.

The first was my high school coach, Tim Gore, in Nevada, Missouri. Teeg taught me everything I needed to know about competitive debating. He hammered the fundamentals into his debaters. He helped us to understand that all debate arguments are rooted in some very basic concepts. Even now, I have yet to find a type of argument that doesn't trace its validity back to those fundamental concepts. More importantly, Teeg promoted an ethic of learning on the team. While we competed regularly, we were first and foremost engaged in an academic exercise. Finally, although we had a highly competitive team in Missouri, he never seemed concerned about the wins and losses or how many awards we won. He genuinely seemed interested in us as people. These lessons have greatly impacted the way that I coach my students today.

The second person who served as a mentor for me was Ann Hicks, in Fort Walton Beach, Florida. She was the sole coach of the program when I began volunteering as an assistant coach and later moved into her job when she retired. Ann helped me navigate the waters of the high school national circuit. She also taught me that it's okay to let the kids see you having fun... that it's okay to be goofy from time to time.

What aspects of forensics are you most passionate about?

While anyone who knows me, knows that I'm a debater, I cannot overstate how much I value all three tenets of competitive forensics. I am passionate about the ability of the activity to inspire learning. I am passionate about the fact that learning flows naturally from the activity itself. Nowhere else in the Western educational curriculum do we naturally explore these types of concepts and fields of study as overlapping ideas. I am passionate about the communal nature of the activity. I am so pleased to be a part of an activity which values helping others progress. As such, I routinely try to help the competitors of other programs grow in their forensic experience, and I encourage my students to do the same.

• What challenges do you face as a coach?

My everyday challenges are twofold. First, I have yet to discover a way to get students to "Forensics shaped the way I view the world, the way I lead, the way I communicate. Forensics truly is transformative."

flock to my program. Yet, once they do join the team, they are almost always hooked after their first tournament. The second is conveying what forensics is to administrators and other teachers. We are a truly misunderstood activity. I remember a principal once asking me why I liked coaching forensics so much. The administrator proceeded to argue that I should really be more interested in teaching a discipline like science where we teach kids to do research, analyze the credibility of an author, and think critically about diverse topics. After staring in disbelief at my principal for a moment, I asked what he thought speech and debate was. This isn't meant to slight my principal. It is only meant to highlight the challenges I think we all face in terms of justifying our programs to school and district officials.

I suppose you have caught me at a difficult time, though. The primary challenge I've had this year, is dealing with the loss of one of our team members. Corey



Tindall, an incoming junior, passed away in the plane crash that also claimed her mother and Senator Ted Stevens. The emotional toll has been... well, worse than words can express. While simultaneously dealing with the pain, I'm constantly thinking about how lucky and blessed I was to have her as a student. Then, I look at the pain in the eyes of my students, and I don't know how they cope, and I wish that I could take their pain away.

It's true that being a coach is more than just imparting knowledge or chaperoning students. That part's easy. We have to be "on our game" all the time. The students are always watching our example, and taking our lead.

• You published an article in the NASSP publication Principal Leadership in 2009. Why did you feel it important to share this information?

I truly believe in the ability of forensics to promote change and encourage growth. At the same time, I look around the country or school district and see programs shrinking or being cut altogether. I believed that principals needed to know what forensics was, how it helps their students, and how it helps their schools. So, I decided to write an article that introduced them to the three tenets of forensics and made direct connections for them to the curriculum while also highlighting in the footnotes data-driven research supporting the merits of the activity. I hoped that such an article published by the National Association of Secondary School Principals would catch their attention and make them take note of the forensic programs within their schools.

• *How has forensics changed you?* Forensics—whether it be the activity itself or the people the activity brought into my life truly made me the person I am today. It shaped the way I view the world, the way I lead, the way I communicate. Forensics truly is

• Someday, when you look back on your coaching career, what do you want to be able to say?

transformative

I want to be able to say that I made a difference, with my students and in the world. I want to say that I helped students enjoy themselves. I want to say that I helped them learn something, that I helped them grow into responsible adults and citizens. I only hope that I can have a fraction of the impact that each of my coaches, peers, or students had on me.

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Looking Forward, Looking Back

Reflections from Hall of Fame Coach David Dansky

ears ago I coached forensics at Kennedy High School in Richmond, CA. Our school was located "on the wrong side of the tracks." However, I felt that there were great kids there who only needed encouragement and a good cheerleader to get them involved in the best possible activity for future success in life: forensics. This was the motivation for me to leave UC Berkeley's pretty good law school and become a public school teacher for 25 years.

I realized quickly that in order to fully develop the potential of my students that we had to experience the best available competition. This required caravans going from Northern California to Southern California, from Richmond to Fremont (Carmendale Fernandes would scrimmage my "ruffians," as would the late Donovan Cummings in Stockton). It was not unusual for me to take 50-100 students to after school practice debates or to tournaments requiring overnight stays.

Most of my students could not afford motel fees or the cost of eating at restaurants. So how do we raise money in an impoverished school district? One steady stream of funds came from a donut / food stand my students ran before and after school. For 25 years I would pick up the donuts about 6 a.m. and have the donut stand open for business before school started. Every member of the team had to do a shift. Non-donut food came from Costco-type wholesale food suppliers. This meant many trips during the school week to restock.

I always believed in the buddy system. As the program grew and began to have some competitive success, I made sure every incoming freshman had a junior or senior mentor responsible for learning the ropes of his or her event. I tried to inculcate a philosophy that we were all responsible for one another, that someday it would be the responsibility of the graduate to give back to the program so others could benefit from the experience. This required an evergrowing graduate address list. After a few years I had one student who did almost nothing but keep track of our graduates (this was long before computers, the Internet, or Facebook!). As the students gained some success in their chosen fields of endeavor, they would receive letters from the old coach asking for donations so our kids could go to nationals or state or down to UCLA or USC or Redlands. Frankly, near the end of my career (1988) such a letter could generate \$20,000 or more. I had a few very successful ex-students who made it big in Silicon Valley who could always be counted on to help.

The short of it is that any program should make it a point to have its graduates feel a responsibility to help those who come after them. In the age of computers this should be a lot easier than the days of my recipe box card file! We had the spaghetti dinners, the raffles, and the walk-athons, as well. But the main source of revenue was the old donut stand and the contributions from former students and their parents. In fact, having parents judge made them fans for life. Parents became strong supporters of our program.

I agree with those who wrote in the *Rostrum* that building personal relationships is the key to successful fundraising. It really is a shame that coaches have to spend time raising funds that should be inherent in the budget process of any school district. Then again, some of us still believe in unicorns.

I enjoy reading my *Rostrum* and seeing the continued success of the best activity in education for any students.

David Dansky (Ridgefield, WA) is a six diamond coach, formerly of John F. Kennedy High School in California. The sponsor of "Abraham Lincoln's Favorite Cake" each year at the NFL national tournament, he is also a member of the NFL Hall of Fame.



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(above right) Gay Brasher, photographed in 1980. (near right) The first Leland High School speech and debate team. Back row: Denice Peters, Peter Economy, Dennis Galva, Barbara Wimpee, Karen Frayne, and Gerri Brill. Front row: Jennifer Wood, Cindy Cooper, Sharon Tu, and Jeanne Chua. Not pictured: Sandy Kim, Dave Lusvardi, and Kelly Sorenson.



A Tribute to Gay Brasher

by Gerri R. Sterling

with contributor Barbara S. Spies, Ph.D.



"We are all indebted to those individuals who took the time to encourage and support us as we progressed along on our journey."

y college mentor once gave me a sage piece of advice: Always pay your debts. In these tough economic times, this kind of advice rings true. However, she was not talking about holiday spending, credit cards, mortgage payments, or medical bills. She was, instead, telling me what I already understood—but in my youth, may not have fully appreciated. She was reminding me of the significance of the state of indebtedness, explaining to me that we are all indebted to those individuals who took the time to encourage and support us as we progressed along on our journey. She also implied that at some point, everyone incurs this special kind of debt, and that it has no new year's reprieve, bankruptcy clause, or statute of limitations. We are obligated to try, for the greater good—not just the goodness of the holiday—to find some way to recognize and thank those to whom we are indebted-not only for ourselves, but for those who came before and after.

So as the holiday season comes upon us, and the calendar year winds to a close; while my coaching colleagues are looking forward to their much deserved winter break, all the while pushing forward their team's prospects at either Harvard or Berkeley in February, or State Qualifiers in the early spring; I find myself reflecting on the past, the people for whom I have gratitude, those from whom I have incurred debt, those who have instilled in me something that reminds me for what the holidays truly stand.

Thirty years ago this past fall, in 1980, I started my sophomore year of high school. It was one year before video killed the radio star, fifteen years before Internet or widespread use of cell phones. Research was done in libraries with actual card catalogues, the readers' guide, microfilm, and microfiche. Jimmy Carter was still President, Jerry Brown really WAS the governor of California, and all four Beatles were still alive.

In the NFL world, Barbara Dale McCall had just introduced Lincoln Douglas Debate at the national tournament the previous spring. Carmendale Fernandes was coach at Fremont High School in Sunnyvale, CA—the first and only woman ever to be the NFL president. And down the road in San Jose, in a little conference room off the main office, Gay Brasher held her first meeting as the coach of what was to become the now nationally-ranked Leland High School speech and debate team.

I think there were about eight or ten of us there that day, none of us realizing just how significant a role Mrs. Brasher would play in our lives as we progressed through our high school journey. Nor at the time did we recognize the effect she would have on the long-term history of our high school.

At that time, Mrs. Brasher was the coach at San Jose High School, where she had been teaching English in addition to coaching for quite



"Mrs. Brasher personified integrity, perseverance, and inclusion. She helped us build relationships, character, and bridges to our future."



(left to right) Author Gerri (Brill) Sterling and contributor Barbara (Wimpee) Spies, Ph.D., photographed in 1980.

a few years. She was determined to have teams at all five San Jose Unified School District high schools: San Jose High School, Lincoln High School, Gunderson High School, Pioneer High School, and Leland High School. She ran practices one day a week at each of the schools. We were the Friday school.

San Jose High's team was pretty large. Graduates of their program were so committed to Mrs. Brasher that they came back year after year to help coach students.

While there were students who participated from all five high schools, soon Leland's team became the largest, especially after Mrs. Brasher moved from San Jose High to Gunderson High. Eventually, Mrs. Brasher took a position at Leland High School when it became the district's Communication Magnet. She ran TV and Radio courses in addition to continuing to coach the speech and debate team. At that point, she only coached at Leland and the team continued to grow.

Even in that first year, we had students from Leland who made it to the state tournament. Three years later, not only did we have many students who made it to state, we also had a student make it to the national tournament, where he earned 6th place.

Mrs. Brasher gave us so many wonderful experiences. We traveled to Crescent City on the Oregon border where we stayed in the homes of host families. After the first class graduated, she took the team to Cal Poly in San Luis Obispo for an invitational tournament where two of her graduates ended up also competing in debate in the next four years.

The most significant thing I remember about Mrs. Brasher is that she coached and taught everyone in a way they could best benefit, regardless of innate ability or skill; she encouraged everyone who wanted to participate. I remember her coaching kids who stuttered, kids who were second language learners, and kids who were painfully shy. She helped each of us to become our best, and become part of something bigger than ourselves.

She encouraged us to critique ourselves, expected us to support each other, and taught us to act as a team. We all knew everyone's opening lines. Some of us still remember them to this day. If we didn't make a semifinal or final round, instead of hanging out in the cafeteria like other teams did, we went with our teammates to rally them on.

The most admirable quality about Mrs. Brasher is that she put students first. It was always about us, and never about her. She took pride in our accomplishments. She personified integrity, perseverance, and inclusion. She helped us build relationships, character, and bridges to our future.

Mrs. Brasher has impacted all her students, some more than others. My teammate, Barb Spies, Professor of Communication Studies at Cardinal Stritch University was deeply influenced by Mrs. Brasher's supportive and engaging style:

"Mrs. Brasher is the reason I continued with speech and debate. I competed in debate for four years at Cal Poly and our team was ranked 21st in the nation my senior year. I chose a Speech Communication minor because of her influence, and then that became my major. I coached debate for my Master's degree in Speech Communication as a graduate teaching assistant—then taught at Penn State as an assistant for my Ph.D., which was also in
Speech Communication. I helped with judging at tournaments for my friend who was coaching the debate team, because I couldn't stay away! My favorite class to teach is still the introductory public speaking course. After 20 years of university teaching, most people try to avoid the basic course. It is the one that brings me the most joy, and I think of Mrs. Brasher many times throughout the semester! I'm always hopeful that I'll have even a fraction of the impact on my students that she had on me."

We all know that high school is a precarious time for some students more than others. Teenagers make decisions during these years that can have far reaching rewards, and consequences.

For me, personally, I shudder to think where I might have ended up had I not had a teacher and coach like Mrs. Brasher in my corner. All through school, I had always felt like the dumb kid in the smart kids' class. I had ADHD, along with a minor learning disability. School was really hard, and had never been a particularly friendly place. Mrs. Brasher was the first teacher who helped me to compensate for those disabilities, and through forensics, provided me with the skills and confidence I needed to finish high school, go on to college, and pursue two masters degrees. I became a special education teacher hoping to mitigate the middle and high school experience of other kids with ADHD.

I started to help coach forensics and some debate while teaching learning disabled students at Herndon High School in Fairfax County, Virginia, in 1997. I saw it as a way to connect with other students, and to give back. Herndon had a small team, with few kids and not a lot of interest. When I transferred to Thomas Edison High School in 2001, I became the debate coach of a small, but much more active program, which along with colleagues both in my school and out, was able to foster and grow. In 2004, Edison was the Virginia High School League Champion in Forensics, and in 2005, we were the VHSL champion in debate, as well.

I left coaching in 2005 after only eight years, to spend more time with my family, after having twins. With three daughters in tow, my coaching days are sidelined for a while. From the sidelines, I can cheer others on, and while doing so, take stock of those who have helped me along the way.

After 30 years, I'm not sure I am able to recompense even in part my debt to Mrs. Brasher. I'm not sure any of us can, no matter how obliged we may feel. I can, however, acknowledge my state of indebtedness, and attempt to give some inspired, heartfelt gratitude on behalf of myself and Barb, our teammates, and the hundreds of students who have followed us in the 30 years since that first meeting in that little conference room off the main office at Leland High School.

So, as you prepare to spend your holiday season with friends and family, reflect on your own special debt, and take the time to thank those who helped you on your way.

Happy Holidays, Mrs. Brasher, and thank you. ■

Gerri R. Sterling was debate coach at Thomas A. Edison High school in Alexandria, Virginia, from 2001 to 2005. She remains a part-time Special Education teacher in Fairfax County, Virginia. Contributor Barbara S. Spies, Ph.D., is a Professor of Communication Studies at Cardinal Stitch University in Milwaukee, Wisconsin.

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(left to right) Andrew Frank Monteleone, NY; Jonathan Voss, IL; Sally Pies, SD; Jennifer Baese, MN; David A. Yastremski, NJ; Lynne Coyne, NJ; Shannon D. Pearcy, TX; Kandi King, TX; Jay Stubbs, TX; Bill Healy, CA; Michael Bietz, CA; Charles Donovan, MD; Paul Woods, IL; Peter Paik, OH; David Matley, CA; Luis M Dulzaides, FL; Robert Kelly, IN; Jacquelyn Young, MO; and James Fedje, MN.



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OVERHEARD

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"The best part of the NFL to me is that students succeed by participating. They do not have to garnish a trophy at each tournament; they do not have to be in the top five or ten percent. Each student accumulates his or her own points and eventually earns the next degree. The most exciting moments for me are those when students who have never received a trophy are presented their NFL certificate. It is a goal they have reached and an accomplishment they cherish."

~ Susan Anderson, Richardton-Taylor High School, ND

"I know that the experience of coaching has made me a better teacher and person. I find that the give and take of coaching is a good way for continuing to be a lifelong learner; keeping life still fun and fulfilling on many levels."

~ Susan McClain, Glencoe High School, OR

"When students on my team graduate from Federal Way High School, I hope I have taught them to have confidence, recognize their strengths, to challenge themselves, and most of all, to enjoy the journey."

~ Lois Gorne, Federal Way High School, WA

"For many of the students whom I teach, forensic activities provide them an opportunity to go to college, an opportunity at life. I am constantly amazed at the resilience of my students. The obstacles they face are enormous, but they give me 100 percent!"

~ Scott Waldrop, Hattiesburg High School, MS

"I am honored to be a coach of individual events, not because it's my job, or an extra activity... Rather, because it is the one time that teachers can be taught from the head and heart of the youth; it's the only time that imagination and education collide, creating a communicative and emotional roller coaster through the avenue of the arts; a dying breed in and of itself."

~ Mikendra McCoy, Clovis East High School, CA

"Coaching speech is my opportunity to give back to an activity that gave me so much. I am confident that I would not have attended a four-year university and had the successes I've had academically if it were not for the exposure to high academic standards that forensics provided me. Speech gave me the skills necessary to organize my thoughts and use the power of persuasion to advance discourse and grow as a student and citizen. I could not have imagined doing anything else other than coaching after being in speech and debate because I attribute where I am at to speech."

~ Steve Schappaugh, University School, FL

"The NFL is important to me since it is most important in the life of a child. We live in a world where communication skills are most important. School curriculums place their emphasis on reading and writing but the majority of communication time (75%) is spent utilizing speaking and listening skills. The NFL becomes a vehicle for encouraging students to develop and perfect these skills. The NFL and its several sponsoring partners enhance the value of those skills through its many educational outreach and competitive programs."

> ~ Harold Keller, NFL Hall of Fame member and former coach, Davenport High School, IA

"To me a truly successful team is one comprised of individual competitors who take pride in their teammates' accomplishments as much as their own. It seems more honorable to me when a team's success is earned by working together to help all team members achieve their ultimate potential."

~ Meg Howell-Haymaker, Mountain View High School, AZ

New Diamond Coaches



◆ SEVENTH DIAMOND ◆
 William S. Hicks
 Brebeuf Jesuit Preparatory School, IN
 October 11, 2010
 19,010 points

Bill Hicks is a 1962 graduate of Lafayette Jefferson High School and holds multiple degrees from Purdue University. He is a lifetime member of Purdue Alumni Association and was named the School of Liberal Arts Distinguished Alumnus in 2000. In his 43-year career, he taught first at Howe Military School before transitioning to his current position at Brebeuf Jesuit Preparatory School in Indiana, where he teaches sophomore speech, film/ video, and debate classes.

Hicks served on the National Federation Speech Advisory Committee from 1991-93. He has been a member of the national debate topic committee for more than 30 years and also served terms on the national debate topic wording committee. He co-authored the topic paper for National Health Care, which was selected as the national debate topic for 1993-94. He is also the co-author of *Basic Debate* (4th ed.).

Hicks served as the Indiana High School Forensic Association Executive Secretary from 1973-2005. For his contributions to Indiana speech and debate education, he was elected to the IHSFA Hall of Fame in 1983 and was named the IHSFA Coach of the Year in 1993.

He co-hosted two national tournaments at Ben Davis High School and has served as a photographer at NFL nationals since 1995. He is the recipient of ten NFL distinguished service plaques. In addition to his work with the forensic team, he serves as a basketball scorekeeper, once winning two state championship rings on the same day in March 2000 for basketball and speech.

eventh

New Diamond Coaches

During her 33-year teaching career, Ruth McAllister has established three different National Forensic League chapters; two in Tennessee, and one at Riverside High School in Greer, South Carolina, where she currently teaches. During her 21-year career at Riverside, McAllister has qualified more than 90 students for the National Tournament. Over the years, her students have qualified for every National Tournament since the Riverside Chapter was established in 1987, and in every event offered with the exception of Policy Debate. Nine of her students have placed nationally in six different events.

McAllister served in the national tab room for individual events on several occasions and has judged many national final rounds. In South Carolina, she served six years on the district committee and two years as district chair. She also served as president of the South Carolina Forensic Coaches' Association for two years and was named South Carolina's Youth In Government Outstanding Advisor in 2003. Riverside has received five Leading Chapter Awards and has been awarded the District Tournament Traveling Trophy three times. McAllister has many state championships to her credit.

After retiring in 2004, she worked with Furman University's mock trial team and was instrumental in establishing Graduate Greenville, a dropout prevention program sponsored by the Greenville County Schools, United Way, and the Alliance for Quality Education. McAllister recently returned to teaching and coaching at Riverside High School.





FIFTH DIAMOND
 Ruth McAllister
 Riverside High School, SC
 October 1, 2010
 15,918 points

"It's not the will to win, but the will to prepare to win that makes the difference."

~ Bear Bryant





◆ FOURTH DIAMOND ◆ Lexy Green College Prep, CA November 15, 2009 10,028 points



FOURTH DIAMOND
 Gregory N. Davis
 Lakewood High School, CO
 January 8, 2010
 10,330 points



◆ FOURTH DIAMOND ◆ Connie Aufdembrink Lamar Consolidated High School,TX April 13, 2010 11,808 points



◆ FOURTH DIAMOND ◆ Deborah S. Glenn Blue Valley West High School, KS April 13, 2010 12,980 points

New Diamond Coaches



◆ FOURTH DIAMOND ◆ David Matley Monte Vista High School - Danville, CA April 13, 2010 20,334 points



◆ THIRD DIAMOND ◆
W. Michael Nailor
Danville Area High School, PA
April 13, 2010
6,050 points



◆ THIRD DIAMOND ◆ Patrick Pins Mandan High School, ND April 13, 2010 6,350 points

New Diamond Coaches



◆ THIRD DIAMOND ◆ Laurel Scheidt
Portage Northern High School, MI May 11, 2010 7,944 points



◆THIRD DIAMOND ◆ John Horner Nixa High School, MO October 27, 2010 12,599 points



♦ SECOND DIAMOND ♦ Tom Martin Camdenton High School, MO December 17, 2009 4,898 points



◆ SECOND DIAMOND ◆ Brian Eanes Winston Churchill High School,TX February 17, 2010 3,006 points



◆ SECOND DIAMOND ◆ Robert Croteau Catholic Memorial High School, MA February 23, 2010 3,291 points



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New Diamond Coaches



◆ SECOND DIAMOND ◆ Jerry Crist Houston Jesuit High School,TX April 23, 2010 3,746 points



♦ SECOND DIAMOND ♦ Stacey Bonderer Rock Bridge High School, MO May 21, 2010 3,029 points



◆ SECOND DIAMOND ◆ Mellessa Denny Amarillo High School,TX April 13, 2010 3,013 points



♦ SECOND DIAMOND ♦ Donald Fortner Munster High School, IN April 13, 2010 3,010 points



SECOND DIAMOND
 Carole Hamilton
 Cary Academy, NC
 April 13, 2010
 3,323 points



◆ SECOND DIAMOND ◆ Felisa (Lisa) Honeyman Newton South High School, MA April 13, 2010 3,013 points



 SECOND DIAMOND
 Cheryl Frazier
 Thornwood High School, IL April 28, 2010 3,408 points



◆ SECOND DIAMOND ◆ Traci Lowe
Suncoast Community High School, FL October 14, 2010 5,930 points

New Diamond Coaches



FIRST DIAMOND
 Gary Cook
 Monett High School, MO
 October 10, 2009
 2,348 points



◆ FIRST DIAMOND ◆ Paul Woods
Hinsdale Central High School, IL December 6, 2009 1,503 points



◆ FIRST DIAMOND ◆ Kevin J. Berlat Phoenix Central High School,AZ December 7, 2009 I,502 points



◆ FIRST DIAMOND ◆ Doug Cole Rocky Mountain High School, CO December 9, 2009 2,245 points



FIRST DIAMOND
 Carol Halbur
 Punahou School, HI
 February 16, 2010
 1,529 points



◆ FIRST DIAMOND ◆ Sal Tinajero Fullerton Joint Union High School, CA January 7, 2010 5,395 points



 FIRST DIAMOND
 Donna Lefler
 Mater Dei High School, IN March 30, 2010

 I,640 points



◆ FIRST DIAMOND ◆ Victor Silva Desert Vista High School, AZ February 10, 2010 2,065 points



FIRST DIAMOND Monica Lee Olsen Ruston High School, LA April 13, 2010 2,651 points

New Diamond Coaches



◆ FIRST DIAMOND ◆ Jaye Sarapata Fruita Monument High School, CO April 13, 2010 1,536 points



◆ FIRST DIAMOND ◆
 Chris Mosmeyer
 Holy Trinity Catholic High School,TX
 April 24, 2010
 I,500 points



◆ FIRST DIAMOND ◆ Raymond T. Shay
La Salle College High School, PA April 29, 2010 1,564 points



◆ FIRST DIAMOND ◆ Brad Swygard American Christian School, OK April 29, 2010 1,508 points



◆ FIRST DIAMOND ◆ Sal Rizzo Notre Dame High School, PA June 7, 2010 1,501 points



◆ FIRST DIAMOND ◆ David George Lafayette High School - St. Joseph, MO April 30, 2010 1,500 points



◆ FIRST DIAMOND ◆ Jana Harrison Edmond North High School, OK July 6, 2010 1,511 points



◆ FIRST DIAMOND ◆ Peter Park Leland High School, CA May 21, 2010 3,418 points



◆ FIRST DIAMOND ◆ Josette Jones
Spanish Springs High School, NV September 21, 2010 1,504 points

New Diamond Coaches



FIRST DIAMOND
 Erickson L. Bynum
 Southside High School, SC
 October 2, 2010
 4,673 points



◆ FIRST DIAMOND ◆ Carina Kinney Clearfield High School, UT October 8, 2010 2,278 points



FIRST DIAMOND
 Linda M. Collier
 The Barstow School, MO
 October 12, 2010
 1,529 points



◆ FIRST DIAMOND ◆ Robert Wilson McDowell High School, PA October 12, 2010 1,541 points



◆ FIRST DIAMOND ◆ Cassie S. Alber Mesquite High School, AZ October 17, 2010 1,512 points



◆ FIRST DIAMOND ◆ Victoria Beard Spring Woods High School,TX October 17,2010 2,157 points

DIAMOND COACH ADVANCEMENT

(five years between each diamond)

First DiamondI,500	2,999	pts
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Third Diamond6,000	9,999	pts
Fourth Diamond10,000	12,999	pts

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Fifth Diamond	13,000 - 15,999 pts
Sixth Diamond	16,000 - 18,999 pts
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Eighth Diamond	22,000 - 24,999 pts
Ninth Diamond	25,000 - 27,999 pts

ALL COACHES WHOSE DIAMOND DATES ARE AFTER MAY 15, 2010, WILL BE HONORED WITH THEIR DIAMOND AWARD AT THE 2011 NATIONAL TOURNAMENT.

New Diamond Coaches



◆ FIRST DIAMOND ◆ David Camous St. Mary's High School, CO October 21, 2010 1,524 points



◆ FIRST DIAMOND ◆ Zach Gautier Valor Christian High School, CO October 23, 2010 1,502 points



◆ FIRST DIAMOND ◆ Robyn Dettling Madson Forest Lake Sr. High School, MN October 25, 2010 1,522 points



FIRST DIAMOND
 R. Shane Stafford
 The Blake School, MN
 October 31, 2010
 1,505 points



◆ FIRST DIAMOND ◆ Barbara Ixba Lake Travis High School,TX November 1, 2010 1,993 points



◆ FIRST DIAMOND ◆ Daniel Strang Lafayette Co. C-1 High School, MO November 1, 2010 1,518 points





Michael Shackelford celebrates the importance of giving back as he marks his fourth year as head coach of Rowland Hall in Utah.



COACH PROFILE

MICHAEL SHACKELFORD

- *How long have you been involved in forensics?* Since joining the debate team as a sophomore in high school, I have been involved in forensics for 12 years. I've had the pleasure of competing and coaching at both the high school and college level. I've taught at a variety of institutes and schools and am in my fourth year as the head coach of Rowland Hall.
- Describe your first NFL experience. My first NFL experience was competing as a senior in high school at the 2001 tournament in Oklahoma. To have officially graduated from high school and still have one last opportunity to debate was exhilarating. I remember scrutinizing the Policy pairing, trying to figure out the judge philosophies, and hoping that I could break. I didn't finish with a winning record (we debated the team that won the tournament!). but one of my teammates made it to the semifinals of Oratory. Getting up early in the morning to watch his rounds, pulling for someone other than myself, and learning to respect excellence in a different event all informed my approach to debate and coaching. The NFL national tournament is a humbling display of hard work and teamwork, and I've been back to the tournament every year since.
- When did you decide to teach and/or coach? I decided to teach

and coach early in my life for two primary reasons. First, I always liked school. I enjoyed the schedule, the environment, and the freedom to pursue an education and grow intellectually. Second, debate was always good to me. I had great coaches, partners, and teammates. I found my place in high school through the debate team, and as an assistant coach, I fell in love with teaching. Ultimately, debate provided me a scholarship to compete in college, a graduate assistantship to pursue my Masters degree, and a job taking over for one of my greatest mentors. I never was able to tolerate a "normal" job, and I always found meaning in teaching. The decision was easy.

• What do you know now that you wish you knew then? As a debater and a young assistant coach, I focused a lot on improving kids as debaters. While I never preached an overriding importance of winning, most of my work was spent on the skills and arguments that could be used exclusively in a debate round. I now realize the importance of perspective. Debate has unparalleled intrinsic value, but for the majority of students, debate is simply a stepping stone to something else. I now dedicate a lot of my time reminding students to take a holistic approach to debate. Never sacrifice your grades or family; create positive relationships in debate; don't take

yourself too seriously; and always know the answer to the question: "why debate?"

- How has debate changed since *you began?* It's more competitive. I believe in the evolutionary power of debate, and it has certainly progressed to new heights. As students strive to be better than their predecessors, they naturally incorporate the past and improve upon it. To be successful today, students need to invest more time. energy, and resources than ever before. For example, as technology made content more accessible, it simultaneously increased the expectations for comprehension of that information. While we will always remember and idolize great individual teams of the past, there is no doubt that as a community we are getting better.
- How would you like to see debate change? I would like to see more participation, more community involvement, and ultimately more equity. In a perfect world, every school would have a debate program and every student would have access to the resources they need to achieve their goals. My mentors and heroes are people who work every day to make debate more accessible, transparent, competitive, and enjoyable.
- One of your Policy teams made it to the final round at this year's

national tournament. What does it take to get a team "to the stage"?

Making it to the final round takes countless things, some of which are indescribable. It takes experience, perseverance, perspective, a little bit of luck, and of course, talent. Naturally gifted debaters do not come around very often, but when they do, I strive to instill two qualities: a hard work ethic and a winning attitude. I always tell my students that "debate is supposed to be hard" and that "nothing worth doing is easy." Debaters have to overcome a lot of obstacles to make it to the final round, and they can only get there with hard work. Students also need to have a winning attitude. This manifests itself in a variety of ways. Students who have a winning attitude love competing, they take pride in improvement, and they understand the importance of privileging longterm success over short-term gains. Ultimately, it is impossible to get to the final round without embracing one's role in the community and working hard to be the best debater possible.

• What is the best part about your job? What is the most challenging? The best part of my job is working with students in a competitive environment. More than the enjoyment I get from teaching in the classroom, I cherish the coaching. I love being in an environment where students are focused, driven, and want to improve. I love giving advice or strategizing with each other, and I love that there are direct and obvious results attached to hard work. Really, the parts of my job that most people find difficult or stressful are the parts I find most rewarding. I love competition; traveling to and from tournaments, and helping students overcome their challenges. In short, the game of debate is still fun to play. The most challenging part of my job is coping with barriers to participation. Whether it's budget shortfalls, academic priorities, or a general lack of time, these day-today realities damper the idealistic focus on debate as a competitive and educational space.

• What is the most important lesson you want your students to learn? I would hope that my students learn the importance of giving back. Debate is an amazing activity because of the community it fosters. Yes, debate makes us better speakers, thinkers, and citizens, but none of these benefits would be available without the sacrifice and hard work of its members. Whether it's judging for an alma mater, making a financial donation, or deciding to teach or coach, every act helps. Once you do debate, it will forever be a part of you. So share that gift and make it possible for the people who follow in your footsteps.

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Growing Pains: Coaching and Being a Second Year Policy Debater

by Christina Tallungan

NDCA COACHES FOCUS

s I am flying to the St. Mark's Heart of Texas tournament, I am talking to my second year debaters at the airport about what strategies they have put together for their potential opponents. As a coach, taking students to the Sophomore Hoe Down gives me a chance to focus on skill building for this precocious yet relatively inexperienced group. For the last three summers, I have worked with "rising sophomores" at debate institute and have learned a lot about some of the needs of this experience level.

For most hard-working and focused students, their second year of debating is the most painful. They may work for several hours each week on their skills, but may not see any significant improvement in tournament win-loss records for at least another year. They help the older debaters research, but often do not receive the same level of respect or adoration that their older mentors sometimes receive. It can be a year of crestfallen egos and uncertainty.

Smoothing the Transition as a Coach or Peer Mentor

Second year debaters usually have the post-novice year glow. They are usually the students who stayed in debate because, during their first year, they won trophies and received significant encouragement from their coaches and peers. Then they start losing many debates because they are competing against students who are two to three years older than they are. Coaches and student mentors can help smooth this transition.

First, coaches and student mentors should debrief the second year debaters and let them know that this will be a year of growth, not winning. Resetting student goals on the process of improvement creates a healthier team atmosphere. This approach has been endorsed by several great coaches, including John Wooden, Bill Walsh, and Brad Gilbert. A student's optimism to focus on individual skills is important to continuing a sense of pride and accomplishment in her/ his work because it is very possible for them to execute a single position or skill with care even when they may feel overwhelmed by a more experienced opponent. A focus on the details of the debate process will serve these students well in the long term since they will better understand how these smaller details can create a stable or unstable foundation for a debate round—e.g., speaking clarity affects judge's perception of persuasiveness, framing and organization of rebuttal can affect writing of judge's ballot, etc.

Second, a coach must decide whether a second year student is prepared to compete in the varsity division or the junior varsity division. Moving to the varsity division may act as a cold bucket of water on the sleepy face of a post-novice. I usually

Thoughts on this article—or others? Comment on the NDCA Web site www.debatecoaches.org. If you would like to submit an article to the NDCA Coaches Focus, please contact Nicole Serrano at nicole.serrano@gmail.com. "For most hard-working and focused students, their second year of debating is painful. It can be a year of crestfallen egos and uncertainty... Coaches and student mentors can help smooth this transition."

look at three primary factors when making this decision: (1) student work ethic, (2) student confidence, and (3) tournament/judging quality. If a student demonstrates significant confidence in their skills and backs that confidence up with hard work on research assignments and practice speaking sessions with their peers or with me, then I will immediately have them compete at the varsity level. These students gain little education from winning debates at the junior varsity level and should be challenged by more senior varsity debaters and judges. Attendance at debate camp usually means that a student is ready to compete at the varsity level. If I have a student who has not attended debate camp or generally is very timid and lacks confidence in their skills, they will usually compete in the junior varsity division for their first couple tournaments. These students need a couple of easier wins before they feel confident enough to debate at the varsity level. Another option for tournament competition that helps second year (and novice debaters) improve their skills is to pair them up with more advanced varsity debaters at a local tournament. The direct mentoring that occurs at these tournaments is invaluable because the student learns as an apprentice would—on the job. One caution: coaches should make sure that advanced varsity debaters understand their responsibility to help the

younger student improve. Again, the goal is not to win, but to show marked improvement.

Third, coaches should tailor some lectures to the second year skill level. Second years who worked hard their novice year and attended some camp should be familiar with basic debate theory like the affirmative stock issues/burdens, types of permutations, types of counterplans, etc. However, they will need more lectures on advanced debate theory, e.g., intrinsicness, permutation against counterplans, and textual and functional competition theory.

Fourth, coaches must help second years cultivate their argumentative strategy, including understanding argument interaction and developing their ability to make accurate preround and mid-round argument predictions. They often see the utility and understand the theory of their arguments within a vacuum. The "bigger picture" eludes them in debate rounds because they tend to be more concerned on "getting through" their blocks. Double-turns are more likely to happen to overeager second years who want to add positions to their 1NC speeches without evaluating how it helps their strategy. They will add arguments to the 1NC as "time sucks," not because it creates coherent strategy. In pre-round preparation, students need to take time to look at the overall strategy and consider how the positions they are reading

interact with each other I have students write down the 1NC on a sheet of paper and then ask them a couple of questions about it to help them notice particular argument interactions. Additionally, they need to calm their focus on minutiae by taking at least 15 seconds to look at all relevant flows at the beginning of their prep time for the final rebuttal. During this time, students should make a reasoned decision as to what should be in the rebuttal. Coaches can help students improve this thought process by asking students about their decisions regardless of whether the team won or lost the debate. Listening to the student's explanation can help a coach diagnose strategic missteps and opens space for further coach/student interaction on strategic thinking. Asking regardless of a win or loss also helps the student feel that the conversation is not to reprimand bad decisions, but also to praise good decisions and neutrally create a productive conversation about arguments.

Furthermore, second years need to become more predictive in their preround and mid-round preparation. The reason that these skills are particularly difficult is that they require an extensive mental model of debate. The more complicated and accessible a student's mental model is, the easier it is for them to predict responses. For example, knowing that a permutation is usually a test of competition means that the affirmative must disprove links to the net benefit, requiring the 2NC or 1NR to be prepared with link arguments or theory. Coaches can play devil's advocates in strategy discussions to help students develop responses to strategies or arguments that they are working on.

Lastly, research skills should be limited to researching a single argument, not an overarching negative strategy, unless there is an expectation of significant coach or peer mentor guidance. Assigning one second year debater to a team's affirmative without any guidance does not usually yield competitively useful results. One method I am trying this year for the first time is Research Teams. These research teams have a single research leader with multiple research members. My research leaders and members will evaluate each other at the end of each grading period, which helps me generate grades that reflect student work for my class and helps make the students accountable to each other as a team. When second year debaters feel confident on a topic, they can become a research leader on a particular assignment, so those ambitious students are not held back by this system. However, those students who are not can still create some productive work while also doing so in the safety of a larger mentor group.

To the Second Years: Just Keep Swimming, Just Keep Swimming

In cliff note form (because I know you have to read *Macbeth* or *The Lord of the Flies* for homework), here are ten tips for second year debaters reading this article:

- **1.** Speaking work. Work on speaking clarity for about 15 minutes each night and do 10-minute drills where you speak your evidence for 10-minutes straight to help you build up endurance.
- 2. Narrow negative block. Other teams may be faster and more experienced, but if you can narrow the negative block by only going for one to two positions that you have blocked out and have practiced, you can minimize their advantage over you.
- 3. Find your argument niche. You should find the generic disadvantage, counterplan, or kritik that you are going to research and completely block for debates. This position should act as your "go to" position on the negative.
- 4. *Experiment.* While this sounds like it contradicts #3, this point means that you should have a "go to" position, but do not be afraid to try different strategies and topic specific arguments.
- 5. Accept failures. Learn from mistakes and proactively ask your coaches and judges about what you can do to fix mistakes you have made. Mistakes are expected and should not be hidden—it will only stunt your growth.
- 6. Shake off the emotional highs and lows. While it stinks to lose and it feels great to win, these should not dictate your mood. Skill improvement occurs much faster when you let go of these feelings and start working on the next debate or the next strategy or the next 2AC block. Wallowing or excessive celebration will only close you off mentally from growth. This point is much easier said than done.

- 7. Seek opportunities to help dedicated varsity debaters. Even if you are not going to the State Championships, TOC, NDCA Championships, NCFL Nationals or the NFL Championships, others on your team may be going. Their performance at these championships reflects the hard work of the individuals competing and of the team supporting them, so contribute as a team member.
- 8. Watch elimination rounds. Try to keep up flowing and basic skills by watching debate rounds as much as possible. Try to find a role model in debate elimination rounds. Every great debater has influences; find your influences.
- **9.** *Encourage your peers.* You are all in this together if you are lucky. The more competitive your peers are, the better the team can be. Practice rounds should not be significantly easier than the rounds you are having at debate tournaments.
- 10. Debate, debate, debate. Attend as many tournaments as possible. Second year students who turn up their nose at attending tournaments are depriving themselves of learning to adapt and advance. Second year debaters who eagerly accept as many invitations as possible to compete are the ones I have found that progress the most quickly. ■

Christina Tallungan is a former high school and college Policy debater. She was the Director of Debate at Glenbrook North High School in Northbrook, IL, from 2005-2009. She is currently the Director of Debate at Notre Dame High School in Sherman Oaks, CA.

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The Academic All American award recognizes students who have earned the degree of Superior Distinction (750 points); earned a GPA of 3.7 on a 4.0 scale (or its equivalent); received an ACT score of 27 or higher, or SAT score of 2000 or higher; completed at least 5 semesters of high school; and demonstrated outstanding character and leadership.

Heademic All Americans

(October 5, 2010 through November 4, 2010)

ARIZONA Veritas Preparatory Academy Sarah Coughlon

CALIFORNIA

Gabrielino High School Anna Trinh Kevin Ye Granite Bay High School Dominic DeMarco Saba Naeem Gary Nielsen La Costa Canyon High School Brian Castelloe Miramonte High School Conor Bean Mountain View High School Akshay Shrivastava

COLORADO St. Mary's High School

Lauren Heery

INDIANA Plymouth High School Bryton Hiatt

MINNESOTA St. Francis High School Alexander Oljace Everhart

MISSISSIPPI

Oak Grove High School Steven Wild Daniel Rigel William Ross Will Bedwell

OHIO

Copley High School Lear Jiang

PENNSYLVANIA

North Allegheny Senior High School Richard F. Gayler St. Joseph's Preparatory School Chris Cannataro

SOUTH CAROLINA Riverside High School Brian Chou

TENNESSEE

McCallie School John Arnold Austen Smith



Academic All American Award APPLICATION FORM



Student Name	 	 	
School		 	
School Address		 	
NFL District			

To the National Forensic League:

The above named student qualifies for the Academic All American Award by meeting all the criteria checked below. (Each line must be checked for verification.)

- _____ NFL Degree of Superior Distinction on record (750 points)
- _____ GPA of 3.7 on a 4.0 scale (or its equivalent)
- _____ ACT score of 27 or higher, or SAT score of 2000 or higher
- Completed at least 5 semesters of high school
- _____ Character reference from both the student's coach and principal
- _____ School transcripts included

NFL Chapters may present an Academic All American Award to any NFL member who meets the above criteria.

By signing below, we certify that the above information is true and accurate, and that the student nominated, in addition to the above criteria, has demonstrated character, leadership, and commitment.

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Principal

Student

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I have enclosed money for the following:

QTY

\$10 Application Fee (includes a hand-lettered Certificate of Achievement to be presented to student)

- _____ \$10 Academic All American Pin
- Total Enclosed \$

Forward application with \$10 application fee and transcripts to NFL PO Box 38 Ripon,WI 54971-0038

Academic All American Award



NFL DISTRICT STANDINGS (as of November 1, 2010)

Rank	District	Average No. of Degrees	Leading Chapter	No. of Degrees
1	Three Trails (KS)	217	Blue Valley North High School	535
2	Sierra (CA)	183	Sanger High School	612
3	Calif. Coast (CA)	174	Leland High School	642
3	Florida Manatee	174	Nova High School	533
5	Northwest Indiana	168	Munster High School	347
6	East Los Angeles (CA)	157	Gabrielino High School	653
7	Kansas Flint-Hills	151	Washburn Rural High School	320
8	New York City	145	The Bronx High School of Science	693
9	San Fran Bay (CA)	144	James Logan High School	473
10	Show Me (MO)	142	Belton High School	304
11	Rushmore (SD)	139	Sioux Falls Lincoln High School	439
12	Southern Minnesota	136	Eagan High School	386
13	Ozark (MO)	127	Central High School - Springfield	493
14	Nebraska	126	Millard North High School	295
15	Northern South Dakota	125	Watertown High School	258
16	Eastern Missouri	124	Ladue Horton Watkins High School	191
17	Illini (IL)	123	Downers Grove South High School	297
18	East Kansas	122	Shawnee Mission East High School	320
19	Southern California	120	Claremont High School	290
20	Central Minnesota	119	Eastview High School	362
21	Heart Of America (MO)	116	Liberty Sr. High School	408
22	Northern Illinois	112	Glenbrook South High School	292
22	West Kansas	112	Buhler High School	266
24	New Jersey	107	Ridge High School	303
24	South Texas	107	Bellaire High School	586
26	Eastern Ohio	105	Perry High School	205
27	Northern Ohio	103 101	Canfield High School	175
28	Carver-Truman (MO)	99	Neosho High School	301 192
29 30	Sunflower (KS)	99	Wichita East High School Portage Northern High School	154
30	Michigan Colorado	92	Cherry Creek High School	317
30	Heart Of Texas	92	Del Valle High School	244
32	South Kansas	91	Fort Scott High School	244 251
32	New England (MA and NH)	91	Manchester Essex Regional High School	203
32 32	East Texas	91	William P. Clements High School	203
36	North East Indiana	88	Chesterton High School	303
36	Rocky Mountain-South (CO)	88	George Washington High School	266
36	Golden Desert (NV)	88	Green Valley High School	317
39	West Los Angeles (CA)	86	Granada Hills Charter High School	154
39	Southern Wisconsin	86	Bookfield East High School	192
41	Utah-Wasatch	85	Sky View High School	232
42	Tarheel East (NC)	84	Pinecrest High School	156
42	Great Salt Lake (UT)	84	Skyline High School	170
42	Idaho Mountain River	84	Blackfoot High School	167
42	Wind River (WY)	84	Green River High School	237
42	Montana	84	Bozeman High School	208
47	Arizona	82	Desert Vista High School	347
47	Idaho Gem of the Mountain	82	Mountian Home High School	237
49	Inland Empire (WA)	81	Lake City High School	125
49	Hoosier Crossroads (IN)	81	Kokomo High School	162
49	Puget Sound (WA)	81	Kamiak High School	161
52	Carolina West (NC)	80	Myers Park High School	200
53	Hole In The Wall (WY)	79	Cheyenne East High School	175
54	Sundance (UT)	78	Bingham High School	210
			<i>v v</i>	

(as of November 1, 2010) NFL DISTRICT STANDINGS

Rank	District	Average No. of Degrees	Leading Chapter No	o. of Degrees
54	Deep South (AL)	78	The Montgomery Academy	194
54	South Carolina	78	Southside High School	156
57	Mississippi	76	Oak Grove High School	192
58	Northern Lights (MN)	75	St. Francis High School	258
58	North Coast (OH)	75	Laurel School	124
58	Florida Panther	75	Trinity Preparatory School	240
61	West Iowa	74	West Des Moines Valley High School	224
62	Central Texas	73	Winston Churchill High School	194
62	Pittsburgh (PA)	73	North Allegheny Sr. High School	270
64	Colorado Grande	72	Canon City High School	119
64	New Mexico	72	Albuquerque Academy	124
64	Hoosier Heartland (IN)	72	Fishers High School	147
67	Valley Forge (PA)	71	Truman High School	126
67	Georgia Southern Peach	71	Carrollton High School	145
67	Western Ohio	71	Mason High School	123
67	East Iowa	71	West High School - Iowa Ciy	185
67	North Dakota Roughrider	71	Fargo South High School	162
67	Nebraska South	71	Lincoln East High School	219
73	North Texas Longhorns	70	Colleyville Heritage HS and Hockaday HS	167
74	Space City (TX)	69	Cypress Woods High School	152
74	Greater Illinois	69	Belleville West High School	124
76	Lone St.ar (TX)	68	Plano Sr. High School	202
76	Georgia Northern Mountain	68	Henry W. Grady High School	184
76	Northern Wisconsin	68	Appleton East High School	200
79	Western Washington	68	Gig Harbor High School	181
80	Gulf Coast (TX)	64	Gregory Portland High School	170
81	Florida Sunshine	63	Pine View School	184
81	Louisiana	63	Lafayette High School	125
81	West Oklahoma	63	Norman North High School	197
81	Capitol Valley (CA)	63	Granite Bay High School	185
81	New York St.ate	63	Scarsdale High School	168
86	East Oklahoma	61	Jenks High School	187
87	LBJ (TX)	59	Princeton High School	130
87	Western Slope (CO)	59	Central of Grand Junction High School	111
89	Tennessee	56	Morristown West High School	206
90	North Oregon	55	Tigard High School	114
91	Tall Cotton (TX)	54	Seminole High School	103
91	South Florida	54	Michael Krop High School	96
93	Rocky Mountain-North (CO)	53	Niwot High School	104
94	UIL (TX)	52	Van High School	114
95	Chesapeake (MD)	51	Baltimore City College High School	122
95	Kentucky	51	Grant County High School	142
97	Big Valley (CA)	49	Turlock High School and Delta Charter High Scho	
98	Sagebrush (NV)	47	Reno High School	121
99	Maine	43	Cape Elizabeth High School	87
99	Hawaii	43	Punahou School	115
101	Pennsylvania	40	Bellwood-Antis High School	104
101	South Oregon	40	North Valley High School	79
103	West Texas	39	El Paso Coronado High School	73
104	West Virginia	38	Wheeling Park High School	75
105	Pacific Islands	37	CheongShim Int'l Academy	70
106	Virginia	36	Broad Run High School	97
107	Iroquois (NY)	29	Towanda Jr Sr. High School	86

Welcome New Schools!

Youngker High School	AZ
Everest Public High School	CA
La Quinta High School	CA
Orange County High School of the Arts	CA
Rosary High School	CA
Heritage High School	CO
Simsbury High School	СТ
Coconut Creek High School	FL
North Port High School	FL
Pasco High School	FL
Riverwood International Charter School	GA
Scecina Memorial High School	IN
Clarksburg High School	MD
Reservoir High School	MD
Mt. Blue High School	ME
North Branch High School	MI
Farmington High School	MN
Brunswick Co. Early College High School	NC
The O'Neal School	NC
Elkhorn South High School	NE
Northwest High School	NE

Coral Academy of Science Reno	NV
East Career and Technical Academy	NV
Word of Life Christian Academy	NV
Paul D. Schreiber Senior High School	NY
Talent Unlimited High School	NY
UA School for Criminal Justice	NY
Casady School	OK
Glendale High School	OR
Hermiston High School	OR
Freedom High School	PA
Keystone National High School	PA
Our Lady of Sacred Heart High School	PA
Pittsburgh Milliones	PA
Brownsboro High School	TX
Cedar Ridge High School	TX
Centerville High School	TX
Gainesville High School	TX
Plainview High School	ΤХ
The Parish Episcopal School	TX
Herriman High School	UT
West Sound Academy	WA



Drew Everson

In Memoriam

NFL alum Drew Everson passed away on October 22, 2010. A national qualifier in 2006 and 2007, Drew held a degree of Premier Distinction in the NFL. He was a 2007 graduate of Mauldin High School in South Carolina and a student at Duke University.

The NFL extends its deepest sympathies to the family, friends, and team of Drew Everson.

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